

FT JOHNSON MIDDLE

1825 Camp Road
Charleston, South Carolina 29412

GRADES 6-8 Middle School

ENROLLMENT 406 Students

PRINCIPAL David A. Parler 843-762-2740

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	29	10	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

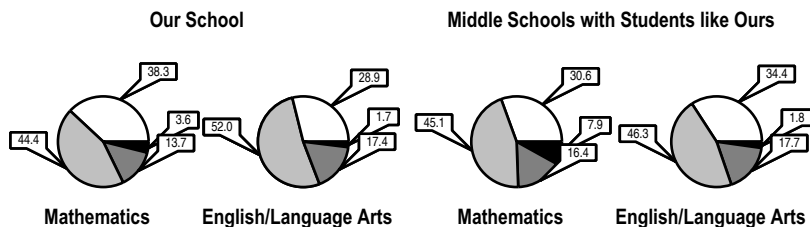
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Good	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
 Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
 Proficient	Well prepared to work at next grade level; met expectations
 Basic	Met standards; minimally prepared, can go to next grade level
 Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	36	113	32
Percent satisfied with learning environment	100.0%	68.8%	83.9%
Percent satisfied with social and physical environment	100.0%	73.9%	78.1%
Percent satisfied with home-school relations	83.3%	78.9%	77.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	399	97.5	28.9	52.0	17.4	1.7	19.1	17.6
Gender								
Male	227	97.4	31.9	51.0	15.7	1.5	17.2	17.6
Female	172	97.7	24.7	53.4	19.9	2.1	21.9	17.6
Racial/Ethnic Group								
White	168	99.4	16.7	50.7	28.7	4.0	32.7	17.6
African-American	223	96.0	38.3	52.3	9.3	N/A	9.3	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	288	98.6	25.9	50.6	21.3	2.3	23.6	17.6
Disabled	111	94.6	37.9	56.3	5.7	N/A	5.7	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	399	97.5	28.9	52.0	17.4	1.7	19.1	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	396	97.5	28.4	52.3	17.5	1.7	19.3	17.6
Socio-Economic Status								
Subsidized meals	209	97.1	41.8	50.8	7.3	N/A	7.3	17.6
Full-pay meals	190	97.9	15.6	53.2	27.7	3.5	31.2	17.6

Mathematics								
All students	399	99.0	38.3	44.4	13.7	3.6	17.3	15.5
Gender								
Male	227	99.1	34.3	47.1	13.3	5.2	18.6	15.5
Female	172	98.8	43.9	40.5	14.2	1.4	15.5	15.5
Racial/Ethnic Group								
White	168	99.4	21.9	46.4	23.8	7.9	31.8	15.5
African-American	223	98.7	51.5	42.5	6.0	N/A	6.0	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	288	100.0	36.1	43.6	16.2	4.1	20.3	15.5
Disabled	111	96.4	44.6	46.7	6.5	2.2	8.7	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	399	99.0	38.3	44.4	13.7	3.6	17.3	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	396	99.0	38.5	44.1	13.8	3.7	17.4	15.5
Socio-Economic Status								
Subsidized meals	209	99.0	50.5	44.0	4.9	0.5	5.5	15.5
Full-pay meals	190	98.9	25.6	44.9	22.7	6.8	29.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	135	N/A	19.8	55.0	19.1	6.1	25.2
	Grade 7	123	N/A	19.1	57.4	20.9	2.6	23.5
	Grade 8	127	N/A	16.2	43.6	35.9	4.3	40.2
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	128	99.2	33.9	49.6	13.0	3.5	16.5
	Grade 7	140	95.7	25.2	59.3	15.4	N/A	15.4
	Grade 8	131	97.7	27.7	46.4	24.1	1.8	25.9

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	135	N/A	41.2	41.2	11.5	6.1	17.6
	Grade 7	123	N/A	53.9	34.8	8.7	2.6	11.3
	Grade 8	127	N/A	29.9	48.7	15.4	6.0	21.4
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	128	99.2	34.5	40.5	18.1	6.9	25.0
	Grade 7	140	98.6	38.6	44.1	14.2	3.1	17.3
	Grade 8	131	99.2	41.7	48.7	8.7	0.9	9.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 406)				
Students enrolled in high school credit courses (grades 7 & 8)	62.4%	Up from 31.4%	12.3%	14.4%
Retention rate	N/A	N/A	2.7%	2.3%
Attendance rate	95.0%	Down from 96.3%	95.0%	95.2%
Eligible for gifted and talented	13.8%	Up from 11.4%	12.7%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	27.4%	Up from 26.9%	15.2%	14.1%
Older than usual for grade	43.3%	Up from 12.9%	4.2%	4.9%
Suspended or expelled	1.0%	Down from 4.3%	1.3%	1.3%
Annual dropout rate	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	47.2%	Up from 46.9%	45.2%	47.1%
Continuing contract teachers	77.8%	Up from 75.0%	82.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	79.7%	Up from 75.6%	84.0%	84.3%
Teacher attendance rate	96.8%	Up from 96.2%	94.9%	95.0%
Average teacher salary	\$38,230	Up 2.4%	\$38,921	\$39,924
Prof. development days/teacher	16.2 days	Up from 13.6 days	10.6 days	10.7 days

School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio	21.4 to 1	Down from 21.7 to 1	20.9 to 1	21.0 to 1
Prime instructional time	90.2%	Down from 91.0%	88.6%	88.9%
Dollars spent per pupil*	\$6,339	Up 17.1%	\$5,721	\$5,854
Percent spent on teacher salaries*	60.3%	Down from 63.1%	62.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.6%	Up from 73.7%	96.0%	94.8%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ft. Johnson Middle School is a community school with a proud history that spans more than 25 years and thousands of graduates. At least three generations have passed through its doors. It has celebrated many successes over the years and will continue to do so in the future. While we enjoy success, we also face challenges as indicated by the information in this report issued by the State Department of Education. We must equip students with the skills necessary to be productive citizens in the twenty-first century. We must also provide a challenging, rigorous curriculum for the students who score Advanced on PACT, while also meeting the needs of the struggling students scoring Below Basic on PACT.

In the 2002-2003 school year, Ft. Johnson made tremendous improvement in academics and school climate through the hard work of the faculty, students, parents, and School Improvement Council. The school was recognized by the District 3 Constituent School Board as the "Most Improved School in District 3" for the largest percentage of students moving out of PACT's Below Basic category. The State Department of Education recognized Ft. Johnson Middle School as a "Palmetto Silver Award Winner" and provided a financial incentive for the honor. The school was granted Autonomous Status for the 2003-2006 school years. The school was awarded \$80,000 in grants to fund technology initiatives for all students. The school was named a Community of Readers Award winner for the third year in a row. Students excelled at the Lowcountry Science Fair, QUEST, and numerous fine arts competitions. Students continue to excel in the Honors program and are well prepared for high school. Special needs students receive the accommodations necessary for academic success.

Ft. Johnson Middle School is a school "reaching for the stars." The renovation and new construction is completed and has enhanced the school climate. We expect another year of increased test scores, high teacher morale, involved and informed parents, and happy, spirited, well-cared for and well-adjusted students.

I encourage all parents to become involved in their child's school.

David A. Parler, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.